DOCUMENT RESUME

ED 409 068 JC 970 385

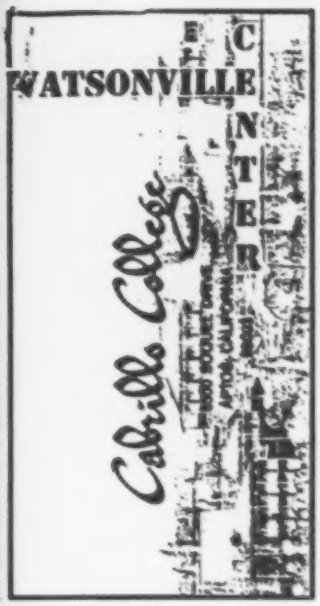
TITLE	A Review of the Proposed Watsonville Center--An Educational Center of the Cabrillo Community College District. Commission Report 97-3.
INSTITUTION	California State Postsecondary Education Commission, Sacramento.
PUB DATE	Jun 97
NOTE	45p.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Access to Education; Community Colleges; *Education Service Centers; *Educational Facilities Planning; Educational Needs; *Facility Requirements; Guidelines; Hispanic Americans; School Expansion; *Site Analysis; Two Year Colleges
IDENTIFIERS	Cabrillo Community College District CA

ABSTRACT

This three-part report presents the recommendations of the California Postsecondary Education Commission on a proposal to grant official educational center status to the Watsonville Center, an educational facility operated by California's Cabrillo Community College District (CCCD) in the City of Watsonville. Part 1 provides the Commission's conclusions and recommendations, indicating that, based on a needs study for center conducted by the CCCD and Commission guidelines, the Center should be granted official status. Part 2 offers background information on the proposal, including discussions of statutory requirements for new educational campuses; general characteristics of the CCCD; the need for the Center, indicating that the District's college in Aptos does not meet the needs of the predominantly Hispanic and agricultural-based population of Watsonville; and procedures for reviewing proposals. Part 3 provides an analysis of the proposal, including an overview of the commission's findings related to the following criteria: sufficient enrollment projections, a consideration of programmatic and geographic alternatives, a plan to serve disadvantaged students and ensure access to the center, sound academic planning, projected budgets, analyses of the environmental and social impact, likely effects on other educational institutions, and economic efficiency. Detailed guidelines for review of proposed educational institutions are appended. Maps of the CCCD service area, regional topography, and the existing center are included. (HAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 409 068



A REVIEW OF THE PROPOSED WATSONVILLE CENTER

-- An Educational Center of the Cabrillo Community College District

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
B. Swanson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 970 385

JUNE 1997 COMMISSION REPORT 97-3

BEST COPY AVAILABLE

Summary

Consistent with its responsibility as the State's planning and coordination agency for higher education, the California Postsecondary Education Commission is charged by Sections 66903(5) and 66904 of the Education Code to evaluate proposals concerning the need for, and location of, new institutions, branches, or educational centers of public higher education. Further, it is required to provide the substance of its analyses of these proposals to the Governor and the Legislature in the form of recommendations for approval or disapproval.

This report contains the Commission's analysis and recommendations concerning a request by the Board of Governors of the California Community Colleges and the Cabrillo Community College District to confer official educational center status on the Watsonville Center in the City of Watsonville. The Commission's recommendation for approval of the center, which is already in operation, will permit the district to qualify for State capital outlay construction and equipment funding.

The Commission's conclusions include the following:

1. There is more than sufficient enrollment to justify the center's existence;
2. Prior to selection of the present site, the district was diligent in pursuing various alternatives, including the consideration of numerous alternative sites;
3. The district has created an academic plan for the proposed center;
4. The district already has, and will expand, an array of needed student services; and
5. There is virtually no possibility of conflict with neighboring institutions.

Following the recommendation of its Educational Policy and Programs Committee, the Commission approved this report at its regular meeting on June 9, 1997. Questions about the substance of the report may be directed to William L. Storey at (916) 322-8018, or through E-mail at bstorey@cpec.ca.gov. To order copies of this report, write to the Commission at 1303 J Street, Suite 500; Sacramento, CA 95814-2938; or telephone (916) 445-7933.

A REVIEW OF THE PROPOSED WATSONVILLE CENTER -- AN EDUCATIONAL CENTER OF THE CABRILLO COMMUNITY COLLEGE DISTRICT

A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Fifth Floor • Sacramento, California 95814-2938

COMMISSION REPORT 97-3
PUBLISHED JUNE 1997

Contributing Staff: William L. Storey

This report, like other publications of the California Postsecondary Education Commission, is not copyrighted. It may be reproduced in the public interest, but proper attribution to Report 97-3 of the California Postsecondary Education Commission is requested.

Contents

Page	Section
1	ONE Conclusions and Recommendations
1	Conclusions
3	Recommendations
5	TWO Background to the Proposal
5	Statutory Requirements
5	A General Description of the District
7	Origins of the Proposal
11	Review by the Board of Governors
11	Contents of the Analysis
13	THREE Analysis of the Proposal
13	Overview of the Commission's Review Guidelines
14	The Commission on Innovation
14	Review Criterion Summary
14	Criterion 1: Enrollment Projections
17	Criterion 2 and 6: Consideration of Programmatic and Geographic Alternatives
19	Criterion 3 and 7: Educational Equity and Accessibility Issues
20	Criterion 4: Academic Planning
21	Criterion 5: Funding Issues
22	Criterion 8: Environmental and Social Impact
22	Criterion 9: Effects on Other Institutions
24	Criterion 10: Economic Efficiency
A1	Appendix

Appendix

A1 A: Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers

Displays

Page *Section*

6 1. Area Served by the Cabrillo Community College District

9 2. Regional Topography

9 3. Photograph of the Existing Center in Watsonville

10 4. Diagram of the Existing Center Showing Proposed Addition

16 5. Cabrillo Commuity College District Enrollment Projection for the Watsonville Center, 1995 to 2015

21 6. Transfer, General Education, and Vocational/Basic Skills Programs Currently Offered at the Watsonville Center

23 7. Approximate Mileage and Driving Times Between the Watsonville Center and Neighboring Community Colleges

24 8. Letters Received by the Cabrillo Community College District in Support the Watsonville Center

1 Conclusions and Recommendations

IN THIS REPORT, the Commission considers the request by the Board of Governors of the California Community Colleges and the Cabrillo Community College District to grant official educational center status to the Watsonville Center in the City of Watsonville. The proposal has been evaluated according to the Commission's *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* (CPEC, 1992b and Appendix A).

The Watsonville Center has been in operation since 1987, and occupies a renovated former post office building in the downtown area. A major expansion of this facility is planned, one that will increase space from the current 11,000 assignable square feet to about 44,000 by early 1999. No State funds were used for the original renovation and none will be requested for the addition that will be built at a cost of about $5,000,000. Some funds may ultimately be requested for equipment, particularly computers and related items, since the district plans to introduce a strong technological component not only at the existing center, but at the new and expanded addition next door.

Although Watsonville is located only 13 miles from Cabrillo College in Aptos, the two communities are so economically, socially, and demographically disparate that they very nearly represent two different worlds. Aptos is a largely affluent, White, suburban community, while Watsonville is overwhelmingly Latino, with a strong agricultural base. Enrollment of Watsonville residents at Cabrillo College, while not insignificant, has historically been extremely low in comparison to State norms, a circumstance probably due partially to economics and partially to language. The current and expanded center is intended to address both issues comprehensively, with the objective of improving the economic health of the entire area.

Conclusions

Based on its analysis of the Cabrillo Community College District's Watsonville Center Needs Study and pursuant to its responsibilities under Section 66903[5] and 66904 of the Education Code, the Commission offers to the Governor and the Legislature the following conclusions and recommendations.

Criterion 1: Enrollment projections

The Commission's guidelines specify that an educational center must maintain an enrollment of 500 full-time-equivalent students (FTES). As of 1995, enrollment at the center had reached 1,106 headcount students and 369 FTES. That number is expected to rise rapidly to over 1,000 FTES by the turn of the century, due primarily to the 33,000 square-foot addition to be built adjacent to the existing renovated post office. Since funding for that addition has been secured and a leasing arrangement between the district and the City of Watsonville consummated, it

seems clear that the 500 FTES threshold will be crossed in the near future. Accordingly, while the center may not have achieved the minimum level at this time, there is ample evidence that the minimum will be obtained soon. Accordingly, the Commission concludes that the criterion has been satisfied.

Criterion 2 and 6: Programmatic and geographic alternatives

Since the center is already in operation, there are few, if any, alternatives to be considered. Nevertheless, the district did consider many alternatives before choosing to contract with the City of Watsonville for the renovation and leasing arrangement that is currently in force. Accordingly, these two criteria have been satisfied.

Criterion 3 and 7: Educational equity and accessibility issues

Equity and accessibility represent the strongest aspects of the Cabrillo District's proposal. As noted throughout this report, Watsonville is about 80 percent Latino, with an unemployment rate exceeding 22 percent. Additionally, the residents of Watsonville have numerous educational deficiencies that this expanded center could address. The center has already contributed substantially to an improvement in the educational level of Watsonville residents, primarily through the offering of language, basic skills, and occupational instruction. As the center grows and services expand, the contributions should also increase. Accordingly, the district has clearly complied with these elements of the guidelines.

Criterion 4: Academic planning

Academic planning has been underway throughout the decade. The programs currently offered -- and proposed to be offered -- include general education and intensive language instruction, particularly in English as a Second Language. As the center grows, offerings will expand, as indicated by the *Educational Program and Service Needs Assessment* that was submitted in 1995 (Cabrillo Community College District, 1996a). The primary issue in this criterion is whether the district has studied its potential population in a sufficiently comprehensive manner to create a curriculum that will serve that population's needs. Based on the evidence examined, the Commission is persuaded that the Cabrillo District's Needs Study satisfies this criterion.

Criterion 5: Funding issues

The district has submitted full information concerning projected capital and support costs. Beyond normal apportionments based on FTES, there are no special costs associated with the center as it now exists, or is proposed to be expanded. The only possible exception to this general statement would be if the district sought funding for special equipment for the expanded center.

Criterion 8: Environmental and social impact

Since the center is already in existence, there are no environmental issues to be determined. In the future, the additional space may also not require filing of an environmental impact report (EIR), since the city has controlled the property in question for many years. The greatest likelihood is that the city will file a negative declaration (i.e., a declaration that an EIR is not needed) concerning the space, which, if unchallenged, will obviate the need for an EIR.

Criterion 9: Effects on other institutions

All of the nearest community colleges (Gavilan, Hartnell, and Monterey Peninsula Colleges) are sufficiently distant -- 30 minutes driving time or more -- to make it unlikely that there will be any conflicts with respect to the expanded center. In addition, each of the colleges nearest to Watsonville has filed a letter of support in which they also state that they do not see any conflict with their operations. Similar letters are on file from the University of California at Santa Cruz and California State University, Monterey Bay. The Commission believes that this criterion has, therefore, been satisfied.

Criterion 10: Economic efficiency

From the State's viewpoint, there have been few more cost-efficient proposals to be reviewed by the Commission. The State will benefit from the district's arrangement with the City of Watsonville, and through the city, with the federal government, to build a 33,000 square foot addition to the existing center at no cost to the State. Further, all of the support costs will be covered by normal FTES apportionment funding, with the district seeking no special funding other than the possibility, not yet finalized, of an attempt to secure some resources for equipment. Accordingly, the district has also complied fully with this criterion.

Recommendations

1. **The Watsonville Center should be approved as a permanent educational center of the Cabrillo Community College District. Consequently, this center should become immediately eligible for State capital outlay and support funding.**
2. **As appropriate, the district should comply fully with the review process established by the Board of Governors and the Commission for any new academic programs to be offered at the Watsonville Center.**
3. **At such time as the district, the City of Watsonville, or the County of Santa Cruz completes an Environmental Impact Report for the addition to the center, a summary of that report should be submitted to the Commission.**
4. **If Cabrillo Community College District determines at some later date that the Watsonville Center should become a full-service community college, it should submit a request for approval of that college to the Commission.**

---

2 Background to the Proposal

Statutory requirements

Sections 66903(2a) and 66903(5) of the Education Code provide that the California Postsecondary Education Commission "shall advise the Legislature and the Governor regarding the need for and location of new institutions and campuses of public higher education." Section 66904 expands on that general charge as follows:

> It is further the intent of the Legislature that California Community Colleges shall not receive state funds for acquisition of sites or construction of new institutions, branches, or off-campus centers unless recommended by the commission. Acquisition or construction of non-state funded community college institutions, branches, and off-campus centers, and proposals for acquisition or construction shall be reported to and may be reviewed and commented upon by the commission.

Pursuant to this legislation, the Commission developed a series of guidelines and procedures for the review of new campus and off-campus center proposals in 1975 and then revised them in 1982 and 1990. These guidelines were revised most recently in August 1992 under the title of *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* (CPEC: 1975, 1982, 1990b, and 1992c).

As most recently revised, these guidelines require each of the public higher education systems to develop a statewide plan every five years that identifies the need for new institutions over a 15-year period. Once the system submits that statewide plan to the Commission, the Commission requests that it submit more detailed short-term plans for campuses or centers through a "Letter of Intent to Expand." If the Commission's Executive Director reviews that letter favorably, the system is invited to submit a comprehensive proposal -- referred to as a "Needs Study" -- that is evaluated according to 10 criteria to determine its relative merit. Based on the Needs Study, the Commission recommends to the Governor and the Legislature that the new campus or educational center be approved -- creating an eligibility to compete with other districts for State capital outlay appropriations -- or be disapproved and remain ineligible.

A general description of the district

The Cabrillo Community College District (CCCD) is coterminous with the boundaries of Santa Cruz County. The district began operations at Watsonville High School in 1959; however, as planning proceeded for a permanent presence in the county, the City of Aptos was chosen for Cabrillo College, principally because it is located about equidistant between the northern and southern borders of the county and the district.

Display 1 shows the general area served by the district. As the map indicates, Cabrillo College is located just south of Santa Cruz, which is the major population center in the area. Watsonville is 13 miles south of Aptos along State Highway 1.

DISPLAY 1 Area Served by the Cabrillo Community College District

BEST COPY AVAILABLE

and is very near to the district's southern border. Two other community colleges -- Hartnell College and Monterey Peninsula College -- lie to the south in Salinas and Monterey, respectively. Gavilan College is also in the vicinity, located about 22 miles to the east of Watsonville on the other side of the coast range along State Highway 152. The possibility of these colleges serving Watsonville residents is discussed further in Part Three of this report.

Origins of the proposal

Aptos and Watsonville could hardly be two more dissimilar communities. Aptos is a largely White, middle and upper-middle class area that tends to draw most of its students either from the local community or from Santa Cruz a few miles to the north. Watsonville is approximately 78 percent Latino as contrasted to a district wide average of about 20 percent. For various reasons, which may include economic, cultural, and language differences, few Watsonville residents attend Cabrillo College.

At the time Cabrillo College began operations in Aptos in the early 1960s, Watsonville was primarily a small resort community. Over the years, this changed such that the community today may more accurately be described as agricultural, with a strong element of seasonal workers, most of whom speak Spanish. Aware of this change and also aware that few south-county residents were attending Cabrillo College, the district began to explore the possibility of offering outreach services in the Watsonville area that it could tailor more closely to the needs of the area's residents.

The district opened an outreach operation -- this is defined administratively as an operation with fewer than 500 full-time-equivalent students (FTES) -- in downtown Watsonville in the La Manzana Center in 1987. The center became an almost instant success, particularly because of its emphasis on English as a Second Language (ESL) and basic skills; enrollment reached 425 students in the first year of operation. It also led to a close working relationship between the district and the City of Watsonville, since the latter was anxious to extend its services and to improve economic conditions in an area where the unemployment rate is consistently over 20 percent. It should probably be added as well that the area's already poor economic circumstances were exacerbated further by the Loma Prieta earthquake of 1989, the relocation of a once-dominant food processing industry, and the costly floods of 1995.

The Needs Study notes that the city has been a central player in the district's efforts to extend educational services.

> The interests of the CCCD and the City of Watsonville merged in an offer from the City to renovate the Old Post Office Building in downtown Watsonville and to then lease it to the CCCD at a nominal charge to meet the College's and the City's needs. With the support of Federal Redevelopment Zone Funds the City invested $1,088,509 to retrofit the historic building to accommodate seven classrooms, admissions and counseling functions, student support services, and office space for students and faculty . .

> . . Projections indicate that the student population at the operation will easily double by the year 2005. This growth will be made up primarily of Hispanic students, many of whom are studying English as a Second Language (Cabrillo CCD, 1997, pp. 2-3).

The current center, located in the renovated post office building, is close to its current capacity, and has been for some time. In 1995, headcount enrollment passed the 1,000 level, and the district began to plan for expansion. Current enrollment is 1,236. Unfortunately, as is often the case with capital outlay finance, State funds were in short supply and prospects for obtaining them for a major expansion of the facility were not promising.

Watsonville did have other options. There are a number of federal programs that provide needed funds for economically depressed areas, for which Watsonville clearly qualifies. Specifically, through a cooperative agreement between the district, the City of Watsonville, and the United States Department of Commerce, a $3.2 million grant from the federal Economic Development Administration was secured for the specific purpose of building a major expansion to the educational center located adjacent to the Post Office. The City of Watsonville agreed to add another $1.6 to $1.8 million to the project, with the Cabrillo College Foundation contributing $200,000.

All of these funds will be used to build, and to partially equip, a four-story, 33,000 square foot addition to the old post office, an addition that will virtually quadruple the size of the existing operation. When complete, it will add another 16 classrooms to the existing seven and permit the total center to grow to about 2,500 students -- perhaps more -- in the next five to 10 years. On an FTES basis, the center is expected to exceed the 500 FTES threshold for official educational center status upon completion of the new facility in 1999.

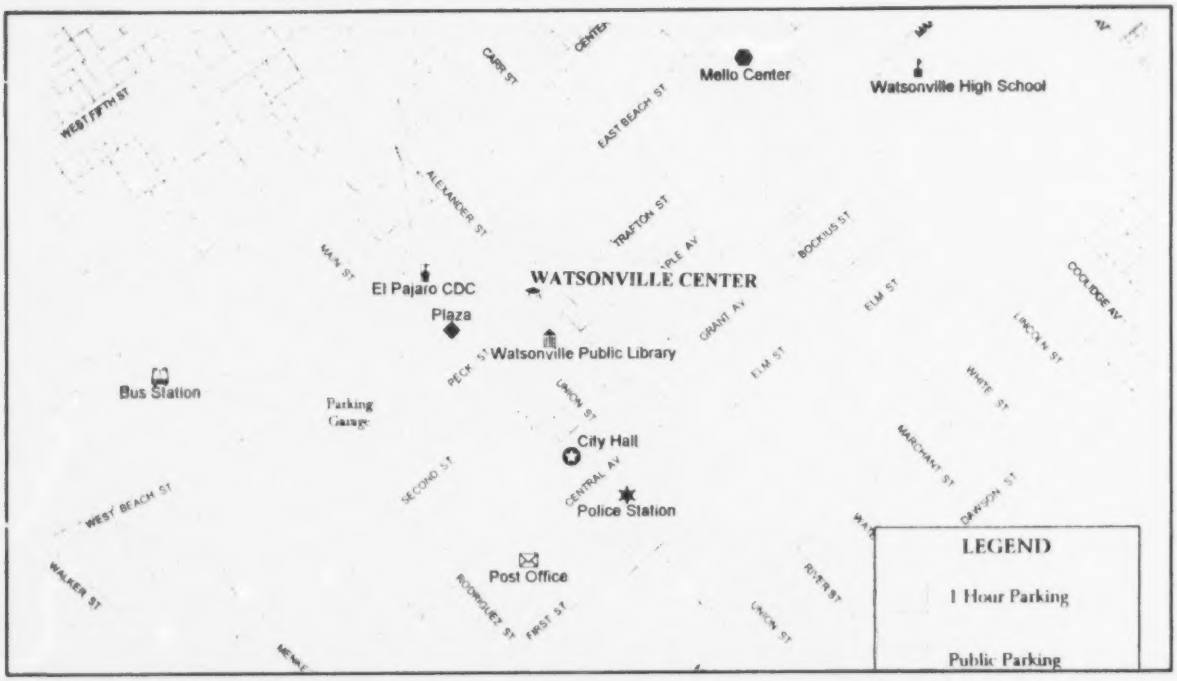
Displays 2, 3, and 4 present the approximate location of the existing center in downtown Watsonville, a photograph of that center, and a diagram of the facility with the new addition.

The district began the process for obtaining official educational center status in 1996. Given the fact that no State funds are involved and none expected to be requested in the near future, the rationale for requesting official center status may not be readily apparent. There are two reasons:

- Official State recognition of the center by both the Board of Governors and the Commission extends a degree of prestige to the operation that is important in the district's efforts to attract students. Moreover, it also represents an acknowledgment of the success of many people and entities over the years to bring services to a region that needs them acutely for economic and social reasons.

- Although millions of dollars have been granted to the city by the federal government to both renovate the old post office and to build the addition, there is the possibility that State capital outlay funds, or even General Fund support

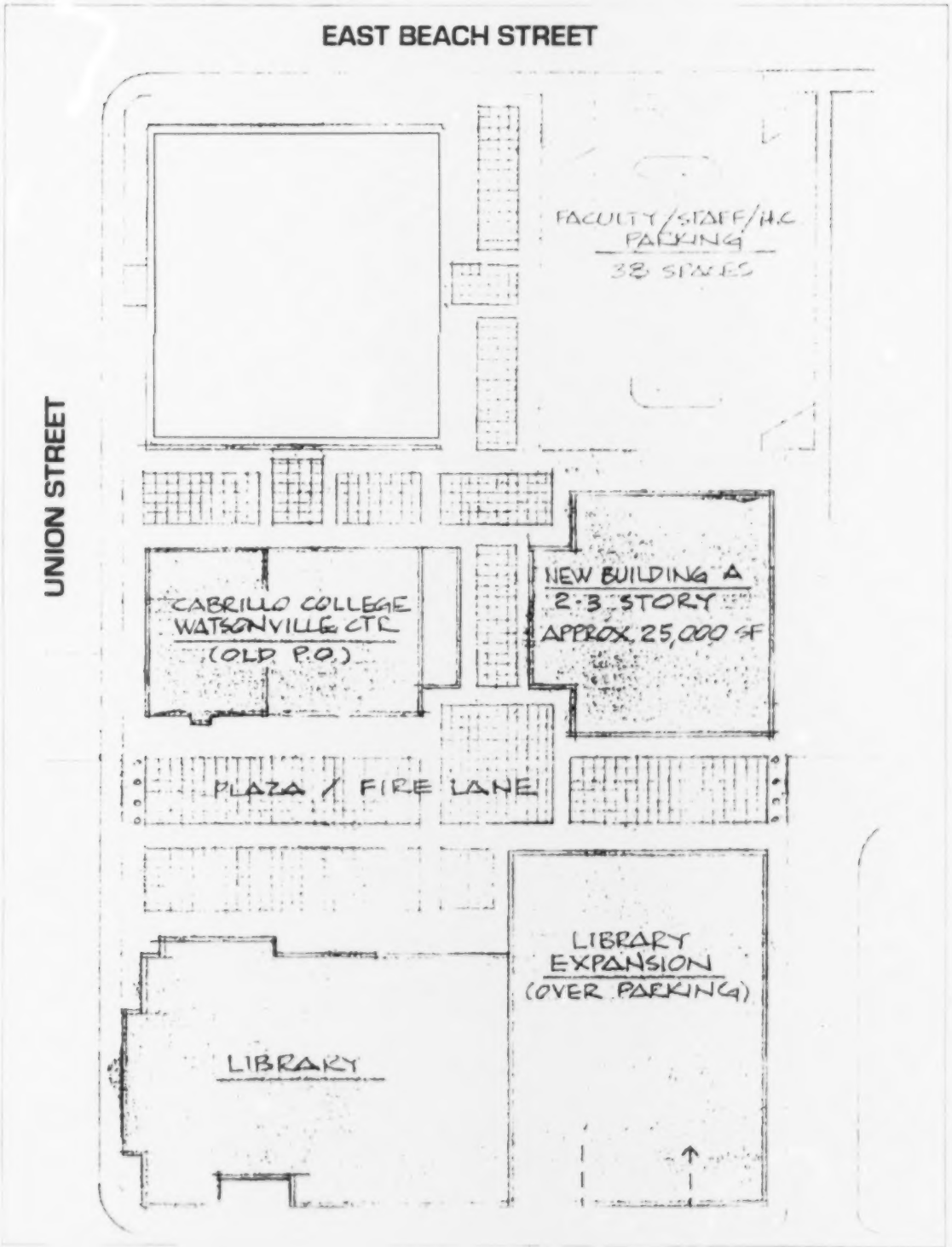
DISPLAY 2 Regional Topography



DISPLAY 3 Photograph of the Existing Center in Watsonville

BEST COPY AVAILABLE

DISPLAY 4 *Diagram of the Existing Center Showing the Proposed Addition*



BEST COPY AVAILABLE

dollars, could be requested for equipment or other purposes. Without center recognition, such requests would probably not receive more than a cursory review and almost certainly would not be granted.

Review by the Board of Governors

The review of any community college proposal for a new educational center normally conforms to the following procedures: (1) submission of a letter of intent; (2) time for that letter to be reviewed and analyzed by both the Chancellor's Office and the Commission; (3) submission of a comprehensive needs study; (4) presentation of a formal written report to the Board of Governors; (5) review and approval by the Board; (6) consideration of Board of Governors action by the Commission; (7) review and approval by the Commission; and, (8) funding by the Legislature.

In the case at hand, these procedures have been followed. The Board of Governors did receive a written report from its staff and granted final approval of that report at its regular meeting on March 13 of this year. That report included a historical summary, a discussion of the enrollment projection, and further discussion of most of the items that are required to be covered by the Board of Governors' guidelines, which parallel the Commission's criteria.

Contents of the analysis

The analysis of the proposed Watsonville Center that appears in Part Three of this report discusses all of the Commission's criteria contained in its *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* (CPEC, 1992b; excerpted in Appendix A). Included are consideration of enrollment projections, programmatic and geographic alternatives, educational equity issues, academic planning, effects on other institutions, physical accessibility, and economic efficiency. The Commission's conclusions and recommendations are contained in Part One of this report.

3 Analysis of the Proposal

Overview of the Commission's review guidelines

The Commission's guidelines impose a number of requirements on a governing board -- regardless of which system is involved -- that proposes the establishment of a new institution of higher education. Foremost among those requirements is the creation of a statewide plan that offers guidance to State policy makers concerning each system's overall expansion plans. Ideally, the statewide plan should offer a general indication as to the anticipated date and location of new institutions.

The overall planning process is defined primarily by the Commission's report, *A Framework for Statewide Facilities Planning (1992a)*, but it is also mentioned prominently in the *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers (Appendix A and 1992b)*. While both of these reports define the statewide planning process, the guidelines also provide definitions of the types of facilities to be reviewed, schedules that assure timeliness in the review process, and ten criteria under which all proposals for new institutions will be evaluated. With specific regard to community college projects, the guidelines define three types of educational entities:

Outreach Operation: An outreach operation is an enterprise, operated away from a community college or university campus -- in leased or donated facilities -- which offers credit courses supported by State funds. These operations serve a student population of less than 500 full-time-equivalent students (FTES) at a single location.

Educational Center: An educational center is an off-campus enterprise owned or leased by the parent district and administered by a parent college. The center must enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration (typically headed by a dean or director, but not by a president, chancellor, or superintendent), and offer programs leading to certificates or degrees to be conferred by the parent institution.

College: A full-service college is a separately accredited, degree and certificate-granting institution offering a full complement of lower-division programs and services. The college is usually at a single location owned by the district; colleges enroll a minimum of 1,000 full-time-equivalent students. A college has its own administration and is led by a president or a chancellor.

The term "campus" is not used as a working definition in the guidelines, primarily because it has become so commonly used that it often appears in the names of both colleges and educational centers. Rarely is an educational center of minimum size (500 or more FTES) referred to as a center, since the term "campus" seems to sug-

gest greater prestige and perhaps a more comprehensive program. Even outreach operations (less than 500 FTES) often use the term "campus," and it is for that reason that the Commission has decided to eschew use of the term. In the current case, the proposal from the Cabrillo Community College District is for official recognition, and consequent State capital outlay funding eligibility, of an already existing educational center.

The Commission on Innovation

Although conformity with the recommendations of the Board of Governors' two-year effort (1991 to 1993) to reform the community colleges -- the Commission on Innovation -- does not affect the requirements for approval of an educational center, the Cabrillo District went to some length to suggest that its proposal for the Watsonville Center does relate to some of the recommendations of that citizens' group. In particular, the Commission focused on such subjects as multicultural access, more cost-effective facilities construction, and cooperation with local communities to promote economic development. These three subjects are at least indirectly related to the Postsecondary Education Commission's criteria and it seems clear the proposal for the Watsonville Center has strong credentials on all three counts:

- The recommendation to extend access to historically underrepresented groups conforms well to this Commission's third and seventh criteria dealing with issues of access and educational equity;
- The call for more cost-effective policies on facilities relates strongly to the Commission's tenth criterion on economic efficiency; and,
- The idea of greater cooperation with local communities reflects not only the Commission's ninth criterion concerning effects on other institutions, but also the recommendation in the Commission's *Challenge of the Century* (CPEC, 1995) that all institutions of higher education improve their cooperative and collaborative efforts.

Review criterion summary

The Commission's 10 criteria for the approval of new educational centers are noted in detail on the following pages. In summary, they require the following elements: (1) an enrollment projection approved by the Department of Finance; (2) the consideration of both programmatic and geographic alternatives; (3) a plan to serve disadvantaged students; (4) an academic plan; (5) a projected support and capital outlay budget; (6) a thorough project description, including physical, social, and demographic characteristics; (7) an environmental impact report, where appropriate; (8) evidence of strong community support; and (9) evidence of economic efficiency. The specific criteria, with a discussion of each, is presented below.

Criterion 1
Enrollment projections

1.1 Enrollment projections must be sufficient to justify the establishment of the "new institution," as that term is defined above. For a proposed new educational center, enrollment projections for each of the first five years of operation (from the center's opening date) must be provided.

As the designated demographic agency for the State, the Demographic Research Unit has the statutory responsibility for preparing systemwide and district enrollment projections. For a proposed new institution, the Unit will approve all projections of undergraduate enrollment developed by a systemwide central office of one of the public systems or by the community college district proposing the new institution. The Unit shall provide the systems with advice and instructions on the preparation of enrollment projections. Community College projections shall be developed pursuant to the Unit's instructions.

1.6 For a new community college or educational center, enrollment projected for the district proposing the college or educational center should exceed the planned enrollment capacity of existing district colleges and educational centers. If the district enrollment projection does not exceed the planned enrollment capacity of existing district colleges or educational centers, compelling regional or local needs must be demonstrated. The district shall demonstrate local needs by satisfying the requirements of the criteria specified in these guidelines. Regional and statewide needs shall be demonstrated by the Board of Governors through the long-range planning process.

For 1995, the Department of Finance estimated Santa Cruz County's total population at 243,600, with an annual growth rate of about 3,000, or 1.2 percent. The largest city in the county is Santa Cruz, with 52,700 people, followed by Watsonville, with 34,250; the latter has an annual growth rate of about 2.5 percent. A little over half of the county is in unincorporated areas. The greater Watsonville area, which includes the towns of Pajaro and Freedom, enlarges the Watsonville service area to some extent. According to the Association of Monterey Bay Governments (AMBG), the adult population (18 years of age and older) of that area was 37,999 in 1995. Given the growth rate, it is probably closer to 40,000 today.

Community college enrollment projections are generally based on a "participation rate," a number that indicates the percentage of the adult population that attends a given institution. On a statewide basis, Californians enroll in community colleges at the rate of about 6.7 percent of the total adult population. At Cabrillo College, however, the rate in 1995 was considerably higher at 9.7 percent, while, for the Watsonville Center, it was only 2.9 percent. The fact that 1,200 students from the Watsonville area attend Cabrillo College, however, tends to swell the Cabrillo College rate and depress the Watsonville Center's rate. Nevertheless, community college participation from the Watsonville area is very low by either district or statewide standards.

Display 5 shows the Cabrillo District's enrollment projection for the Watsonville Center, which was approved by the Demographic Research Unit of the Department of Finance (DRU) on January 31 of this year. The display shows headcount enrollment, Weekly Student Contact Hour (WSCH), and full-time-equivalent student enrollment. Several aspects of this display are worthy of comment:

DISPLAY 5 Cabrillo Community College District Enrollment Projection for the Watsonville Center, 1995 to 2015

Year	Adult Population[1]	Participation Rate[2]	Headcount Enrollment	WSCH per Enrollment[3]	Average Annual WSCH	FTES[4]
1995	37,999	2.91%	1,106	5.0	5,529	369
1996	34,792					
1997	37,125					
1998	39,458					
1999	41,791					
2000	40,734	5.11%	2,082	7.3	15,195	1,013
2001	41,466					
2002	42,198					
2003	42,930					
2004	43,662					
2005	44,396	5.50%	2,442	7.5	18,313	1,221
2006	45,526					
2007	46,656					
2008	47,786					
2009	48,916					
2010	50,048	5.91%	2,958	8.0	23,663	1,578
2011	50,343					
2012	50,638					
2013	50,933					
2014	51,228					
2015	51,524	6.00%	3,091	9.0	27,823	1,855

1. Adult population defined as 18 years and older.
2. Defined as a percentage of the adult population.
3. Weekly Student Contact Hours.
4. Full-time-equivalent students.

Source: Cabrillo Community College District, 1997, p. 9; with FTES adjusted by CPEC.

1. The adult population of the greater Watsonville area is projected to grow at an average of 1.5 percent per year between 1995 and 2015.

2. The participation rate is expected to improve considerably from its current low rate of 2.9 percent (29.1 students per 1,000 adult population, as shown in Display 5) to 5.1 percent in 2000 and 6.0 percent in 2015. Such rates would be relatively standard for educational centers in the community college system.

3. The WSCH per enrollment rate, which is a rough approximation of the unit load carried by the average student, is projected to increase from its current low of five WSCH per enrollment to a high of nine in 2015. Statewide, the community college system averages 9.05, with Cabrillo College averaging 10.6. In the Commission's experience, most community college centers average around five to seven WSCH per enrollment. However, this number is heavily dependent on size and course breadth, with larger educational centers almost always showing higher rates. If the center grows as planned, it is entirely possible that the projected numbers can be achieved. Once the addition opens in 1999 -- with a quadrupling of space -- the WSCH per enrollment figure should rise fairly dramatically.

Given the WSCH numbers approved by the Department of Finance, the Watsonville Center should pass the 500 FTES level this year. Once the addition is completed, probably in 1999, this level could double and surpass 1,000 FTES by about the turn of the century. For all of these reasons, plus further growth prospects for the region, the center clearly satisfies the first criterion of the Commission's guidelines.

Criteria 2 and 6
Consideration of programmatic and geographic alternatives

2.1 *Proposals for new institutions should address at least the following alternatives: (1) the possibility of establishing an educational center instead of a . . . community college; (2) the expansion of existing institutions; (3) the increased utilization of existing institutions, particularly in the afternoons and evenings, and during the summer months; (4) the shared use of existing or new facilities and programs with other postsecondary education institutions, in the same or other public systems or independent institutions; (5) the use of nontraditional modes of instructional delivery, such as "colleges without walls" and distance learning through interactive television and computerized instruction; and (6) private fund raising or donations of land or facilities for the proposed new institution.*

6.1 *A cost-benefit analysis of alternatives, including a consideration of alternative sites for the new institution, must be articulated and documented. This criterion may be satisfied by the Environmental Impact Report, provided it contains a comprehensive analysis of the advantages and disadvantages of alternative sites.*

The consideration of alternatives is always difficult when a community college district seeks approval for a center that already exists. In fact, it was to avoid such a circumstance that the Commission has always insisted on long-range planning by the three systems of higher education, including the Chancellor's Office and the many community college districts. The Commission also instituted the "Letter of Intent to Expand" process in order to allow time for a preliminary evaluation of proposals. Without that brief evaluation of critical factors such as population density and reasonable accessibility, even poorly conceived proposals can proceed so far that there is little chance of reversing course.

Another reason for the preliminary evaluation is that the consideration of alternatives, which is a critical element of every Needs Study, loses much of its meaning when the proposed new institution is already built and functioning. Nevertheless, in a good faith effort to comply with the Commission's guidelines, the Cabrillo CCD has listed a number of alternatives that it did consider prior to negotiating a contract with the City of Watsonville to renovate the old post office. Those alternatives include the following:

- *Expansion or increased utilization of existing facilities.* The only existing facility in the region is Cabrillo College, which has not proved to be a useful alternative for many of the residents of Watsonville, as indicated by the overall participation rate. The district notes that many Latino residents from the Watsonville area who are fluent in English and who have a family tradition of seeking higher education do, in fact, attend Cabrillo College. For other Latino students, however, the language barrier and the upper-middle class cultural environment in Aptos may represent a considerable barrier to attendance. For years, the district tried to make attendance at the Aptos campus more attractive for this latter population, but continuing frustrations led ultimately to the decision

to seek a permanent presence in Watsonville, one that could be tailored more specifically to the area's needs.

- *The shared use of facilities and programs with other public or private postsecondary institutions*. Cabrillo College does enjoy a number of cooperative relationships with other institutions, most notably the University of California at Santa Cruz and California State University, Monterey Bay, as well as with nearby community colleges. These relationships facilitate the transfer of students to a public university, but most of the population in Watsonville does not fall into that category. As the district notes:

  > Since the need in Watsonville and its environs is to nurture an under- educated, underemployed, and non-English speaking or English as a Second Language clientele no amount of sharing of facilities away from Watsonville will be of benefit (CCCD, 1997, p. 12).
  >
  > Sharing facilities with other community colleges is also not a reasonable alternative. There are six community colleges in the area, including Cabrillo, which is 13 miles away, or about 20-25 minutes driving time. The others are Hartnell (30 minutes driving time), Monterey Peninsula (30 minutes), Gavilan (35 minutes), West Valley (45 minutes), and Mission College (60 minutes). Since Cabrillo is the closest alternative, yet has not served this particular population well, then it is reasonable to conclude that none of the other more distant colleges will be able to provide the necessary assistance either.

- *Using non-traditional modes of delivery*. This alternative principally involves the use of distance learning, either by direct transmission, instructional video tapes, or even compressed interactive video. The district argues that the population they intend to serve in Watsonville is not sufficiently knowledgeable to take advantage of these technological applications. Also, the equipment costs can be very high. Finally, even if interactive television could be used, a facility in Watsonville would still be required to receive the signal. Overall, this did not seem to be a reasonable alternative to the district, even though district officials noted in the academic planning section of their Needs Study that they do intend to use technology in the instructional process.

Overall, the district demonstrated that it has considered a number of alternatives in relation to serving the Watsonville area for many years. Given its circumstances, both in terms of the fiscal limitations all districts face and the need to provide tailored services to the area, the option of renovating a building at little cost to the district, and then accepting further external funding for a major addition to that building, seems to have been the best alternative given all of the circumstances involved. It is certainly a sound alternative from the State's viewpoint, since it places no pressure on a statewide capital outlay budget that is already strained to the breaking point.

Criterion 3 and 7
Educational equity and accessibility issues

3.1 The new institution must facilitate access for disadvantaged and historically underrepresented groups.

7.1 The physical, social, and demographic characteristics of the location and surrounding service areas for the new institution must be included.

7.2 There must be a plan for student, faculty, and staff transportation to the proposed location. Plans for student and faculty housing, including projections of needed on-campus residential facilities, should be included if appropriate. For locations that do not plan to maintain student on-campus residences, reasonable commuting time for students defined generally as not exceeding a 30-45 minute automobile drive (including time to locate parking) for a majority of the residents of the service area must be demonstrated.

The physical, social, and demographic characteristics of the Watsonville area have been noted previously, but the differences between this town and the Aptos area where Cabrillo College is located should probably be re-emphasized. The district's description is noteworthy:

> Although the two towns (Aptos and Watsonville) are only 13 miles apart, in many ways they are two different worlds. Politically, a historical division has always existed between Watsonville and the rest of Santa Cruz County to the north, primarily due to the different interests of a farming, ethnically diverse community and a tourist-based, primarily white community. Watsonville has for many years been a "port of entry" for Mexican immigrants looking for work in agriculture, and the population is very bilingual and has a high percentage of monolingual Spanish speakers. It is a very "blue collar" town with a median income and a median level of education considerably lower than the rest of the county while Aptos is a very affluent, predominantly white bedroom community midway between Santa Cruz and Watsonville (CCCD, 1997, p. 14).

Commission staff visited the Watsonville area on two occasions to speak with officials and some of the students and instructors. Nothing observed there contradicts the above characterization of the town and its residents. In fact, while waiting for a meeting with district officials, staff spent about a half hour walking around the town square, speaking with shop keepers, and generally observing the area's lifestyle. In the central part of the town, not a single word of English was heard; everyone, it appeared, was either monolingual in Spanish or possibly bilingual in Spanish and English. Almost all of the people observed appeared to be either agricultural or blue-collar workers, as described by the district. The scene offered strong aural and visual support for the district's proposal to extend and expand both English and general education programs to the town through the center.

In any proposal for a new institution, whether college or center, the Commission is always concerned about a district's commitment to facilitating access and serving disadvantaged and historically underrepresented students. In the case of the Watsonville Center, the very existence of the center is the primary means of offer-

ing and improving that access. There is comprehensive public transportation in the area throughout the day, since it is located almost at the center of the city. Further, the district intends to offer a full array of student services, as is noted in the Needs Study:

> The Watsonville Center will . . . be a community resource, making its facilities available for uses which include ROP (Regional Occupation Program) classes for high school students, contract education with local businesses, and training offered by social service providers.

Student needs will also be served by a student resource center which will have centralized support services such as financial aid, transfer information, health services, career/job placement resources, EOPS (Extended Opportunity Program and Services), MESA (Mathematics, Engineering, Science Achievement), Re-entry Program Services, and other college resources. A bookstore/cafe/student center will allow Watsonville students to have access to the college bookstore and an informal place to study and eat, which is essential since many students come directly from work, especially in the evening. Between 10-15 additional offices will allow faculty more space to meet with students than is currently available with two offices (CCCD, 1997, p. 16).

All things considered, the district has done a commendable job in surveying the Watsonville service area, in understanding its clientele, and in arranging services in such a way that students will receive much needed assistance.

Criterion 4
Academic planning

4.1 The programs projected for the new institution must be described and justified. An academic master plan, including a general sequence of program and degree level plans, and an institutional plan to implement such State goals as access; quality; intersegmental cooperation; and diversification of students, faculty, administration, and staff for the new institution, must be provided.

Display 6 on the opposite page shows the programs that are currently offered at the Watsonville Center. They are arrayed in three categories: transfer; general education; and vocational/basic skills. At present and even though the center is proposed to expand to four times its current size by 1999, the district does not intend to expand the range of program offerings, only to increase the enrollments and the quality of the current program offerings.

Specifically, the district is planning a major technological overhaul as the center expands in size, one that will include several new multimedia classrooms, Internet connections, a classroom for computer-assisted instruction (i.e. self-contained interactive multi-media programs), and a learning center with full network access to the Cabrillo College library and other collections. The learning center will be used extensively for both individual and group study and will be equipped -- the district is quick to add the caveat "as state-of-the-art as funds allow" -- with computer stations that can be used for basic skills training in mathematics, writing, English as a Second Language, and reading.

DISPLAY 6 Transfer, General Education, and Vocational/Basic Skills Programs Currently Offered at the Watsonville Center

Transfer Programs	General Education Programs	Vocational/Basic Skills Programs
English	Computer Applications/ Office Systems	English
History	English	Mathematics
Spanish	Mathematics	Counseling & Guidance
Art History	Early Childhood Education	English as a Second Language
Biology (non-lab)	Reading	Reading
Computer Science	Business/Small Business	Computer Applications/ Office Systems
Criminal Justice	English as a Second Language	Criminal Justice
Early Childhood Education		Business/Small Business
Sociology		Child Care
Speech Communication		
Women's Studies		
Counseling & Guidance		
English as a Second Language		
Music		
Dance		
Health Science		

Source: Cabrillo Community College District, 1997, pp. 15-16.

Such a design is ambitious for a community college educational center and will depend heavily on the district's ability to secure resources. Federal and local funds will build the new addition, which promises to be an extraordinarily beneficial facility for the Watsonville population, but the district is concerned about its ability to equip the Center adequately. State funds from the capital outlay budget are unlikely to become a source without special legislation, since equipment funds are normally appropriated only in conjunction with a State-financed building. Clearly, fund raising from a variety of sources will be a priority as the Watsonville Center grows.

Criterion 5
Funding issues

5.1 A cost analysis of both capital outlay estimates and projected support costs for the new institution, and possible options for alternative funding sources, must be provided.

The Watsonville Center proposal contains few, if any, funding issues. All of the support not only for the existing center, but also for the addition, derives from non-State sources and will probably continue to do so in the future. This is not so much because of the complete absence of need -- the district has made it clear that

it would welcome State assistance, particularly for equipment -- but because resources at the State level are so restricted, legal constraints exist on appropriating capital outlay funds strictly for equipment, and the backlog of projects is very long.

On the support budget side of the equation, the district will not require any special appropriations to operate the center; all funds will come from regular State apportionments to the district based on full-time-equivalent enrollment.

Criterion 8
Environmental and social impact

8.1 The proposal must include a copy of the final environmental impact report. To expedite the review process, the Commission should be provided all information related to the environmental impact report process as it becomes available to responsible agencies and the public.

Since the district occupied an existing building for the current Watsonville Center -- the old post office -- there was no issue of an environmental impact report. Looking forward, the district reports that since the City of Watsonville controls all of the property surrounding the center and since the proposed addition to the center is quite limited in scope, it may be possible to secure a declaration of negative impact under the California Environmental Quality Act (CEQA). Should this option not come to fruition and either a full or supplemental EIR is required, the Commission would expect to receive a summary of that report.

Criteria 9
Effects on other institutions

9.1 Other systems, institutions, and the community in which the new institution is to be located should be consulted during the planning process, especially at the time that alternatives to expansion are explored. Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated by letters of support from responsible agencies, groups, and individuals.

9.3 The establishment of a new community college must not reduce existing and projected enrollments in adjacent community colleges either within the district proposing the new college or in adjacent districts to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs.

As noted in the discussion of alternatives on pages 17 and 18, the distances between the Watsonville Center and neighboring community colleges, with the exception of Cabrillo College, are sufficient to substantiate a case for isolation. Display 7 shows the distances and driving times involved. Added to the lengthy driving times displayed, this isolation is coupled with the history of Watsonville's largely Latino residents' unwillingness or inability to travel even to the nearest college in Aptos. Given the very low participation rate -- 2.9 percent of the population 18 years of age and older -- if Watsonville residents will not attend nearby Cabrillo, it is extremely unlikely that they will seek to attend any of the five colleges in the region that are considerably further away. As such, there is very little likelihood of conflict or unnecessary program duplication in the region.

DISPLAY 7 Approximate Mileage and Driving Times Between the Watsonville Center and Neighboring Community Colleges

City and Community College	Approximate Mileage	Approximate Driving Time (minutes)
Hartnell College (Salinas)	22	30
Monterey Peninsula Col. (Monterey)	24	30
Gavilan College (Gilroy)	22	35
West Valley College (Saratoga)	41	45
Mission College (Santa Clara)	50	60

Source: Cabrillo Community College District, 1997, pp. 15-16.

This strong probability is further substantiated by the many letters of support the Cabrillo District has received from neighboring institutions, which are referenced in Display 8.

Selected quotes

A few quotations from these letters illustrate the general enthusiasm regarding the Watsonville Center.

President Mayle of Gavilan College writes that:

> *I . . . could not be more pleased. Your center will have no adverse impact upon Gavilan College . . . I am well aware of the high unemployment rate in Watsonville and support the educational programs you are presently offering.*

President Gould of Monterey Peninsula College offers the following:

> *The proposed Center will have no adverse impact upon Monterey Peninsula College's instructional programs. In face, we would like to endorse their application since the Watsonville Center is designed primarily to serve the disadvantaged and underemployed . . . .*

President Valeau of Hartnell College offers similar sentiments:

> *We believe that your efforts will contribute significantly to serving the disadvantaged and underemployed in the Watsonville area which currently suffers a 22 percent unemployment rate.*

In a long and strongly supportive letter, Chancellor Greenwood of the University of California at Santa Cruz states in part:

> *. . . this recognition (of the Watsonville Center) is long overdue, and we at Santa Cruz stand ready to assist in any way we can. . . . in this Post 209 era we need to find new ways to expand our services to Watsonville, given the high proportion of disadvantaged and underemployed Hispanic population in the area. A greatly expanded Watsonville Center will go a long way to assisting us in our outreach activities to the area . . . .*

President Peter Smith of California State University, Monterey Bay, is no less enthusiastic:

> *I can state without reservation that the enhancement of your Watsonville Center will only help our combined missions in the Northern Monterey/ Southern Santa Cruz county area.*

There is no known opposition to either the recognition of the Watsonville operation as an official educational center, nor to its projected quadrupling in size by early 1999.

DISPLAY 8 Letters Received by the Cabrillo College District in Support of the Watsonville Center

Colleges and Universities

Dr. Glenn Mayle, Superintendent/President, Gavilan College
Dr. Edward O. Gould, Superintendent/President, Monterey Peninsula College
Dr. Edward J. Valeau, Superintendent/President, Hartnell College
Dr. M.R.C. Greenwood, Chancellor, University of California Santa Cruz
Dr. Peter Smith, President, California State University, Monterey Bay

Governmental and Civic Leaders

LaVera Wilkins, Manager, Watsonville Employment Development Department
Steven M. Salomon, City Manager, City of Watsonville (written to William J. Lewis, EDR, Economic Development Administration, Sacramento)
Bob Dwyer, Administrator, Watsonville Economic Development Council
Sedric Cade, President, Pajaro Valley Chamber of Commerce, Watsonville
Dr. John D. Hurd, President, Cabrillo College (written to Mr. Salomon on behalf of the Cabrillo Board in support of the partnership with the City of Watsonville)
A. Leonard Smith, Regional Director, U.S. Department of Commerce, Economic Development Administration, Seattle.

Source: Cabrillo Community College District, 1997, Appendix E.

Criterion 10 Economic efficiency

10.1 Since it is in the best interests of the State to encourage maximum economy of operation, priority shall be given to proposals for new institutions where the State of California is relieved of all or part of the financial burden. When such proposals include gifts of land, construction costs, or equipment, a higher priority shall be granted to such projects than to projects where all costs are born by the State, assuming all other criteria listed above are satisfied.

10.2 A higher priority shall be given to projects involving intersegmental cooperation, provided the systems or institutions involved can demonstrate a financial savings or programmatic advantage to the State as a result of the cooperative effort.

The letters of support from President Smith and Chancellor Greenwood give ample testimony to the reality of intersegmental cooperation in the area. Beyond that, if greater priority can be given to proposals in which the State of California is relieved of a portion of the financial burden, then a nearly absolute priority must be

extended to a proposal in which the State is relieved of all of the burden. That relief may not be absolute in the long run, since the district has been clear that it will need some additional resources to acquire necessary equipment for both the current and expanded centers, particularly computer equipment. Nevertheless, the district has done a commendable job in securing outside resources for the Watsonville operation. With the additional, ongoing commitment to private fund raising, the center should continue to be a valuable asset to the community and its residents.

Appendix A

Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers

Introduction[1]

Commission responsibilities and authority regarding new campuses and centers

Section 66904 of the California Education Code expresses the intent of the Legislature that the sites for new institutions or branches of public postsecondary education will not be authorized or acquired unless recommended by the Commission:

> It is the intent of the Legislature that sites for new institutions or branches of the University of California and the California State University, and the classes of off-campus centers as the Commission shall determine, shall not be authorized or acquired unless recommended by the Commission.
>
> It is further the intent of the Legislature that California community colleges shall not receive State funds for acquisition of sites or construction of new institutions, branches or off-campus centers unless recommended by the Commission. Acquisition or construction of non-State-funded community colleges, branches and off-campus centers, and proposals for acquisition or construction shall be reported to and may be reviewed and commented upon by the Commission.

Evolution and purpose of the guidelines

In order to carry out its given responsibilities in this area, the Commission adopted policies relating to the review of new campuses and centers in April 1975 and revised those policies in September 1978 and September 1982. Both the 1975 document and the two revisions outlined the Commission's basic assumptions under which the guidelines and procedures were developed and then specified the proposals subject to Commission review, the criteria for reviewing proposals, the schedule to be followed by the segments when submitting proposals, and the contents of the required "needs studies."

In 1990, the Commission approved a substantive revision of what by then was called *Guidelines for Review of Proposed Campuses and Off-Campus Centers*. Through that revision, the Commission sought to incorporate a statewide planning agenda into the quasi-regulatory function the guidelines have always represented, and the result was a greater systemwide attention to statewide perspectives than had previously been in evidence. These new guidelines called for a statewide plan from each of the systems, then a "Letter of Intent" that identified a system's plans to create one or more new institutions, and finally, a formal needs study for the proposed new institution that would provide certain prescribed data elements and satisfy specific criteria. At each stage of this process, the Commission would be able to comment either positively or negatively, thereby ensuring that planning for a new campus or center would not proceed to a point where it could not be reversed should the evidence indicate the necessity for a reversal.

This three-stage review concept statewide plan, preliminary review, then final review appears to be fundamentally sound, but some clarifications of the 1990 document have nevertheless become essential, for several reasons:

---

1 Adapted from: California Postsecondary Education Commission: CPEC Report 92-18, August 1992

BEST COPY AVAILABLE

- In those *Guidelines*, the Commission stated only briefly its requirements for a statewide plan and for letters of intent. These requirements warrant greater clarification, particularly regarding the need for intersystem cooperation, to assist the systems and community college districts in the development of proposals.

- The 1990 *Guidelines* assumed that a single set of procedures could be applied to all three public systems. In practice, this assumption was overly optimistic, and this 1992 revision more specifically recognizes the major functional differences among the three systems.

- The procedures for developing enrollment projections need to be altered to account for the curtailment of activities created by the severe staffing reductions at the Demographic Research Unit of the Department of Finance, which have eliminated its ability to make special projections for community college districts and reduced its capacity to project graduate enrollments.

- The unprecedented number of proposals emanating from the community colleges, as well as the staff reductions experienced by the Commission, require a streamlining of the approval process. Consequently, certain timelines have been shortened, and all have been clarified as to the duration of review at each stage of the process.

- Over the years, the distinctions among several terms, such as college," "center," and "institution," have become unclear.

By 1992, experience with the 1990 procedures suggested that they needed revision in order to overcome these problems and accommodate the changed planning environment in California, particularly related to California's diminished financial resources and growing college-age population.

Policy assumptions used in developing these guidelines

The following six policy assumptions are central to the development of the procedures and criteria that the Commission uses in reviewing proposals for new campuses and off-campus centers:

1. It is State policy that each resident of California who has the capacity and motivation to benefit from higher education will have the opportunity to enroll in an institution of higher education. The California Community Colleges shall continue to be accessible to all persons at least 18 years of age who can benefit from the instruction offered, regardless of district boundaries. The California State University and the University of California shall continue to be accessible to first-time freshmen among the pool of students eligible according to Master Plan eligibility guidelines. Master Plan guidelines on undergraduate admission priorities will continue to be (1) continuing undergraduates in good standing; (2) California residents who are successful transfers from California public community colleges; (3) California residents entering at the freshman or sophomore level; and (4) residents of other states or foreign countries.

2. The differentiation of function among the systems with regard to institutional mission shall continue to be as defined by the State's Master Plan for Higher Education.

3. The University of California plans and develops its campuses and off-campus centers on the basis of statewide need.

4. The California State University plans and develops its campuses and off-campus centers on the basis of statewide needs and special regional considerations.

5. The California Community Colleges plan and develop their campuses and off-campus centers on the basis of local needs.

6. Planned enrollment capacities are established for and observed by all campuses of public postsecondary education. These capacities are determined on the basis of statewide and institutional economies, community and campus environment, physical limitations on campus size, program requirements and student enrollment levels, and internal organization. Planned enrollment capacities are established by the governing boards of community college districts (and reviewed by the Board of Governors of the California Community Colleges), the Trustees of the California State University, and the Regents of the University of California.

Definitions

For the purposes of these guidelines, the following definitions shall apply:

Outreach Operation (all systems): An outreach operation is an enterprise, operated away from a community college or university campus, in leased or donated facilities, which offers credit courses supported by State funds, and which serves a student population of less than 500 full-time-equivalent students (FTES) at a single location.

Educational Center (California Community Colleges): An educational center is an off-campus enterprise owned or leased by the parent district and administered by a parent college. The center must enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration (typically headed by a dean or director, but not by a president, chancellor, or superintendent), and offer programs leading to certificates or degrees to be conferred by the parent institution.

Educational Center (The California State University): An educational center is an off-campus enterprise owned or leased by the Trustees and administered by a parent State University campus. The center must offer courses and programs only at the upper division and graduate levels, enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration (typically headed by a dean or director, but not by a president), and offer certificates or degrees to be conferred by the parent institution. Educational facilities operated in other states and the District of Columbia shall not be regarded as educational centers for the purposes of these guidelines, unless State capital outlay funding is used for construction, renovation, or equipment.

Educational Center (University of California): An educational center is an off-campus enterprise owned or leased by the Regents and administered by a parent University campus. The center must offer courses and programs only at the upper division and graduate levels, enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration typically headed by a dean or director, but not by a chancellor), and offer certificates or degrees to be conferred by the parent institution. Organized Research Units (ORUs) and the Northern and Southern Regional Library Facilities shall not be regarded as educational centers. Educational facilities operated in other states and the District of Columbia shall not be regarded as educational centers unless State capital outlay funding is used for construction, renovation, or equipment.

College (California Community Colleges): A full-service, separately accredited, degree and certificate granting institution offering a full complement of lower-division programs and services, usually at a single campus location owned by the district; colleges enroll a minimum of 1,000 full-time-equivalent students. A

college will have its own administration and be headed by a president or a chancellor.

University Campus (University of California and The California State University): A separately accredited, degree-granting institution offering programs at the lower division, upper division, and graduate levels, usually at a single campus location owned by the Regents or the Trustees; university campuses enroll a minimum of 1,000 full-time-equivalent students. A university campus will have its own administration and be headed by a president or chancellor.

Institution (all three systems): As used in these guidelines, "institution" refers to an educational center, a college, or a university campus, but not to an outreach operation.

Projects subject to Commission review

New institutions (educational centers, campuses, and colleges) are subject to review, while outreach operations are not. The Commission may, however, review and comment on other projects consistent with its overall State planning and coordination role.

Stages in the review process

Three stages of systemwide responsibility are involved in the process by which the Commission reviews proposals for new institutions: (1) the formulation of a long-range plan by each of the three public systems; (2) the submission of a "Letter of Intent to Expand" by the systemwide governing board; and (3) the submission of a "Needs Study" by the systemwide governing board. Each of these stages is discussed below.

1. *The systemwide long-range plan*

Plans for new institutions should be made by the Regents, the Trustees, and the Board of Governors only after the adoption of a systemwide plan that addresses total statewide long-range growth needs, including the capacity of existing institutions to accommodate those needs. Each governing board should submit its statewide plan to the Commission for review and comment (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) before proceeding with plans for the acquisition or construction of new institutions. Each system must update its systemwide long-range plan every five years and submit it to the Commission for review and comment.

Each systemwide long-range plan should include the following elements:

- For all three public systems, a 15-year undergraduate enrollment projection for the system, presented in terms of both headcount and full-time-equivalent students (FTES). Such projections shall include a full explanation of all assumptions underlying them, consider the annual projections developed by the Demographic Research Unit of the Department of Finance, and explain any significant departures from those projections.

- For the University of California and the California State University, a systemwide 15-year graduate enrollment projection, presented with a full explanation of all assumptions underlying the projection.

- Each of the three public systems should provide evidence within the long-range plan of cooperative planning with California's other public systems, such as documentation of official contacts, meetings, correspondence, or other efforts to integrate its own planning with the planning efforts of the other public systems and with any independent colleges and universities in the area. The physical capacities of existing independent colleges and universities should

be considered. If disagreements exist among the systems regarding such matters as enrollment projections or the scope, location, construction, or conversion of new facilities, the long-range plan should clearly state the nature of those disagreements.

- For all three public systems, the physical and planned enrollment capacity of each institution within the system. Physical capacity shall be determined by analyzing existing capacity space plus funded capacity projects. Planned enrollment capacity shall be the ultimate enrollment capacity of the institution as determined by the respective governing board of the system -- Regents, Trustees, or Board of Governors.

- For all three public systems, a development plan that includes the approximate opening dates (within a range of plus or minus two years) of all new institutions -- educational centers, community colleges, and university campuses; the approximate capacity of those institutions at opening and after five and ten years of operation; the geographic area in which each institution is to be located (region of the State for the University of California, county or city for the California State University, and district for community colleges); and whether a center is proposed to be converted into a community college or university campus within the 15-year period specified.

- A projection of the capital outlay cost (excluding bond interest) of any new institutions proposed to be built within the 15-year period specified, arrayed by capacity at various stages over the fifteen-year period (e.g. opening enrollment of 2,000 FTES; 5,000 FTES five years later, etc.), together with a statement of the assumptions used to develop the cost projection.

- A projection of the ongoing capital outlay cost (excluding bond interest) of existing institutions, arrayed by the cost of new space to accommodate enrollment growth, and the cost to renovate existing buildings and infrastructure, together with a statement of the assumptions used to develop the cost projection, and with maintenance costs included only if the type of maintenance involved is normally part of a system's capital outlay budget.

2. *The "Letter of Intent to Expand"*

New university campuses: No less than five years prior to the time it expects its first capital outlay appropriation, the Regents or the Trustees should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information:

- A preliminary ten-year enrollment projection for the new university campus (from the campus's opening date), developed by the systemwide central office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The systemwide central office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage.

- The geographic location of the new university campus (region of the State for the University of California and county or city for the California State University).

- If the statewide plan envisions the construction or acquisition of more than one new institution, the reason for prioritizing the proposed university campus ahead of other new institutions should be specified.

- A time schedule for development of the new university campus, including preliminary

BEST COPY AVAILABLE

dates and enrollment levels at the opening, final buildout, and intermediate stages.

- A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation.
- A copy of the resolution by the governing board authorizing the new university campus.
- Maps of the area in which the proposed university campus is to be located, indicating population densities, topography, and road and highway configurations.

Conversion by the University of California or the California State University of an existing educational center to a university campus. No less than three years prior to the time it expects to enroll lower division students for the first time, the Regents or the Trustees should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information:

- The complete enrollment history (headcount and full-time-equivalent students) or the previous ten years history (whichever is less) of the educational center. A preliminary ten-year enrollment projection for the new university campus (from the campus's opening date), developed by the systemwide central office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The systemwide central office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage.
- If the statewide plan envisions the construction or acquisition of other new institution(s), the reason for prioritizing the proposed university campus ahead of other new institutions should be specified.
- A time schedule for converting the educational center and for developing the new university campus, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages.
- A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation for the new university campus.
- A copy of the resolution by the governing board authorizing conversion of the educational center to a university campus.
- Maps of the area in which the proposed university campus is to be located, indicating population densities, topography, and road and highway configurations.

New educational centers of the University of California and the California State University. No less than two years prior to the time it expects its first capital outlay appropriation, the Regents or the Trustees should submit to the Commission with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information:

- A preliminary five-year enrollment projection for the new educational center (from the center's opening date), developed by the systemwide central office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The systemwide central office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage.
- The location of the new educational center in terms as specific as possible. An area not exceeding a few square miles in size should be identified.

- If the statewide plan envisions the construction or acquisition of more than one new institution, the reasons for prioritizing the proposed educational center ahead of other new institutions should be specified.
- A time schedule for development of the new educational center, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages.
- A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation.
- A copy of the resolution by the governing board authorizing the new educational center.
- Maps of the area in which the proposed educational center is to be located, indicating population densities, topography, and road and highway configurations.

New California Community Colleges. No less than 36 months prior to the time it expects its first capital outlay appropriation, the Board of Governors of the California Community Colleges should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information:

- A preliminary ten-year enrollment projection for the new college (from the college's opening date), developed by the district and/or the Chancellor's Office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The Chancellor's Office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage.
- The location of the new college in terms as specific as possible, usually not exceeding a few square miles.
- A copy of the district's most recent five-year capital construction plan.
- If the statewide plan envisions the construction or acquisition of more than one new institution within the 15-year term of the plan, the plan should prioritize the proposed new colleges in terms of three five-year intervals (near term, mid term, and long term). Priorities within each of the five-year periods of time shall be established through the Board of Governors five-year capital outlay planning process required by Supplemental Language to the 1989 Budget Act.
- A time schedule for development of the new college, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages.
- A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation.
- A copy of the resolution by the local governing board authorizing the new college.
- Maps of the area in which the proposed new college is to be located, indicating population densities, topography, and road and highway configurations.

New California Community College educational centers. No less than 18 months prior to the time it expects its first capital outlay appropriation, the Board of Governors of the California Community Colleges should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information:

- A preliminary five-year enrollment projection for the new educational center (from

BEST COPY AVAILABLE

the center's opening date), developed by the district and/or the Chancellor's Office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The Chancellor's Office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage.

- The location of the new educational center in terms as specific as possible, usually not exceeding a few square miles.
- A copy of the district's most recent five-year capital construction plan.
- If the statewide plan envisions the construction or acquisition of more than one new institution within the 15-year term of the plan, the plan should prioritize the proposed new centers in terms of three five-year intervals (near term, mid term, and long term). Priorities within each of the five-year periods of time shall be established through the Board of Governors five-year capital outlay planning process required by Supplemental Language to the 1989 Budget Act.
- A time schedule for development of the new educational center, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages.
- A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation.
- A copy of the resolution by the local governing board authorizing the new educational center.
- Maps of the area in which the proposed educational center is to be located, indicating population densities, topography, and road and highway configurations.

3. *Commission response to the "Letter of Intent to Expand"*

Once the "Letter of Intent to Expand" is received, Commission staff will review the enrollment projections and other data and information that serve as the basis for the proposed new institution. If the plans appear to be reasonable, the Commission's executive director will advise the systemwide chief executive officer to move forward with site acquisition or further development plans. The Executive Director may in this process raise concerns about defects in the Letter of Intent to Expand that need to be addressed in the planning process. If the Executive Director is unable to advise the chief executive officer to move forward with the expansion plan, he or she shall so state to the chief executive officer prior to notifying the Department of Finance and the Legislature of the basis for the negative recommendation. The Executive Director shall respond to the chief executive officer, in writing, no later than 60 days following submission of the Letter of Intent to Expand to the Commission.

4. *Development of the "needs study"*

Following the Executive Director's preliminary recommendation to move forward, the systemwide central offices shall proceed with the final process of identifying potential sites for the new institution. If property for the new institution is already owned by the system, alternative sites must be identified and considered in the manner required by the California Environmental Quality Act. So as to avoid redundancy in the preparation of information, all materials germane to the environmental impact report process shall be made available to the Commission at the same time that they are made available to the designated responsible agencies. Upon approval of the environmental impact report by the lead agency, the systemwide central office shall forward the final environmental impact report for the site as well as the final needs study for the new institution to the Commission. The needs study must respond fully to each of the criteria outlined below, which collectively will

constitute the basis on which the proposal for the new institution will be evaluated. The needs study shall be complete only upon receipt of the environmental impact report, the academic master plan, the special enrollment projection approved by the Demographic Research Unit, and complete responses to each of the criteria listed below.

5. *Commission action*

Once the Commission has received the completed needs study, the Excessive Director shall certify the completeness of that Needs Study to the systemwide chief executive officer. The Commission shall take final action on any proposal for a new institution according to the following schedule:

New university campus:

University of California: One Year
The California State University: One Year

New college:

California Community Colleges: Six Months

New Educational Center:

University of California: Six Months
The California State University: Six Months
California Community Colleges: Four Months

Once the Commission has taken action on the proposal, the Executive Director will notify the appropriate legislative committee chairs, the Department of Finance, and the Office of the Legislative Analyst.

Criteria for evaluating proposals

As stated in Sections 66903[2a] and 66903[5] of the Education Code, the Commission's responsibility is to determine "the need for and location of new institutions and campuses of public higher education." The criteria below follow that categorization:

Criteria related to ne

1. Enrollment projections

1.1 Enrollment projections must be sufficient to justify the establishment of the "new institution," as that term is defined above. For a proposed new educational center, enrollment projections for each of the first five years of operation (from the center's opening date), must be provided. For a proposed new college or university campus, enrollment projections for each of the first ten years of operation (from the college's or campus's opening date) must be provided. When an existing educational center is proposed to be converted to a new college or university campus, the center's previous enrollment history, or the previous ten year's history (whichever is less) must also be provided.

As the designated demographic agency for the State, the Demographic Research Unit has the statutory responsibility for preparing systemwide and district enrollment projections. For a proposed new institution, the Unit will approve all projections of undergraduate enrollment developed by a systemwide central office of one of the public systems or by the community college district proposing the new institution. The Unit shall provide the systems with advice and instructions on the preparation of enrollment projections. Community College projections shall be developed pursuant to the Unit's instructions.

Undergraduate enrollment projections for new institutions of the University of California and the California State University shall be presented in terms of headcount and full-time-equivalent students (FTES). Lower-division enrollment projections for new institutions of the California Community Colleges shall be presented in terms of headcount students. Weekly Student

Contact Hours (WSCH), and WSCH per headcount student.

Graduate and professional student enrollment projections shall be prepared by the systemwide central office proposing the new institution. In preparing these projections, the specific methodology and/or rationale generating the projections, an analysis of supply and demand for graduate education, and the need for new graduate and professional degrees, must be provided.

1.2 For a new University of California campus, statewide enrollment projected for the University should exceed the planned enrollment capacity of existing University campuses and educational centers as defined in the systemwide long-range plan developed by the Regents pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the University system, compelling statewide needs for the establishment of the new university campus must be demonstrated. In order for compelling statewide needs to be established, the University must demonstrate why these needs deserve priority attention over competing systemwide needs for both support and capital outlay funding.

1.3 For a new University of California educational center, statewide enrollment projected for the University should exceed the planned enrollment capacity of existing University campuses and educational centers as defined in the systemwide long-range plan developed by the Regents pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the University system, compelling statewide needs for the establishment of the new educational center must be demonstrated. In order for compelling statewide needs to be established, the University must demonstrate why these needs deserve priority attention over competing needs in other sectors of the University for both support and capital outlay funding.

1.4 For a new California State University campus, statewide enrollment projected for the State University system should exceed the planned enrollment capacity of existing State University campuses and educational centers as defined in the systemwide long-range plan developed by the Board of Trustees pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the system, compelling regional needs must be demonstrated. In order for compelling regional needs to be demonstrated, the system must specify why these regional needs deserve priority attention over competing needs in other sectors of the State University system for both support and capital outlay funding.

1.5 For a new California State University educational center, statewide enrollment projected for the State University system should exceed the planned enrollment capacity of existing State University campuses and educational centers as defined in the systemwide long-range plan developed by the Board of Trustees pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the State University system, compelling statewide or regional needs for the establishment of the new educational center must be demonstrated. In order for compelling statewide or regional needs to be established, the State University must demonstrate why these needs deserve priority attention over competing needs in other sectors of the University for both support and capital outlay funding.

1.6 For a new community college or educational center, enrollment projected for the district proposing the college or educational center should exceed the planned enrollment capacity of existing district colleges and educational centers. If the district enrollment projection does not exceed the planned enrollment capacity of existing district colleges or educational centers,

9. Effects on other institutions

9.1 Other systems, institutions, and the community in which the new institution is to be located should be consulted during the planning process, especially at the time that alternatives to expansion are explored. Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated by letters of support from responsible agencies, groups, and individuals.

9.2 The establishment of a new University of California or California State University campus or educational center must take into consideration the impact of a new facility on existing and projected enrollments in the neighboring institutions of its own and of other systems.

9.3 The establishment of a new community college must not reduce existing and projected enrollments in adjacent community colleges either within the district proposing the new college or in adjacent districts to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs.

Other considerations

10. Economic efficiency

10.1 Since it is in the best interests of the State to encourage maximum economy of operation, priority shall be given to proposals for new institutions where the State of California is relieved of all or part of the financial burden. When such proposals include gifts of land, construction costs, or equipment, a higher priority shall be granted to such projects than to projects where all costs are born by the State, assuming all other criteria listed above are satisfied.

10.2 A higher priority shall be given to projects involving intersegmental cooperation, provided the systems or institutions involved can demonstrate a financial savings or programmatic advantage to the State as a result of the cooperative effort.

compelling regional or local needs must be demonstrated. The district shall demonstrate local needs by satisfying the requirements of the criteria specified in these guidelines. Regional and statewide needs shall be demonstrated by the Board of Governors through the long-range planning process.

2. Programmatic alternatives

2.1 Proposals for new institutions should address at least the following alternatives: (1) the possibility of establishing an educational center instead of a university campus or community college; (2) the expansion of existing institutions; (3) the increased utilization of existing institutions, particularly in the afternoons and evenings, and during the summer months; (4) the shared use of existing or new facilities and programs with other postsecondary education institutions, in the same or other public systems or independent institutions; (5) the use of nontraditional modes of instructional delivery, such as "colleges without walls" and distance learning through interactive television and computerized instruction; and (6) private fund raising or donations of land or facilities for the proposed new institution.

3. Serving the disadvantaged

3.1 The new institution must facilitate access for disadvantaged and historically underrepresented groups.

4. Academic planning and program justification

4.1 The programs projected for the new institution must be described and justified. An academic master plan, including a general sequence of program and degree level plans, and an institutional plan to implement such State goals as access; quality; intersegmental cooperation; and diversification of students, faculty, administration, and staff for the new institution, must be provided.

5. Consideration of needed funding

5.1 A cost analysis of both capital outlay estimates and projected support costs for the new institution, and possible options for alternative funding sources, must be provided.

Criteria related to location

6. Consideration of alternative sites

6.1 A cost-benefit analysis of alternatives, including a consideration of alternative sites for the new institution, must be articulated and documented. This criterion may be satisfied by the Environmental Impact Report, provided it contains a comprehensive analysis of the advantages and disadvantages of alternative sites.

7. Geographic and physical accessibility

7.1 The physical, social, and demographic characteristics of the location and surrounding service areas for the new institution must be included.

7.2 There must be a plan for student, faculty, and staff transportation to the proposed location. Plans for student and faculty housing, including projections of needed on-campus residential facilities, should be included if appropriate. For locations that do not plan to maintain student on-campus residences, reasonable commuting time for students defined generally as not exceeding a 30-45 minute automobile drive (including time to locate parking) for a majority of the residents of the service area must be demonstrated.

8. Environmental and social impact

8.1 The proposal must include a copy of the final environmental impact report. To expedite the review process, the Commission should be provided all information related to the environmental impact report process as it becomes available to responsible agencies and the public.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of June 1997, the Commissioners representing the general public are:

Jeff Marston, San Diego; *Chair*
Guillermo Rodriguez, Jr., San Francisco; *Vice Chair*
Mim Andelson, Los Angeles
Henry Der, San Francisco
Lance Izumi, San Francisco
Kyo "Paul" Jhin, Malibu
Bernard Luskin, Encino
Melinda G. Wilson, Torrance
Vacant

Representatives of the segments are:

Kyhl Smeby, Pasadena; appointed by the Governor to represent the Association of Independent California Colleges and Universities;

Joe Dolphin, San Diego; appointed by the Board of Governors of the California Community Colleges;

Gerti Thomas, Albany; appointed by the California State Board of Education;

Ralph Pesqueira, San Diego; appointed by the Trustees of the California State University;

Frank R. Martinez, San Luis Obispo; appointed by the Council for Private Postsecondary and Vocational Education; and

David S. Lee, Santa Clara; appointed by the Regents of the University of California.

The two student representatives are:
Stephen R. McShane, San Luis Obispo
John E. Stratman, Jr., Orange

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of Executive Director Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938; telephone (916) 445-7933.

A REVIEW OF THE PROPOSED WATSONVILLE CENTER -- An Educational Center of the Cabrillo Community College District

Commission Report 97-3

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Summaries of these reports are available on the Internet at http://www.cpec.ca.gov. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include:

1996

96-7 *Fiscal Profiles, 1996: The Sixth in a Series of Factbooks About the Financing of California Higher Education* (September 1996)

96-8 *Student Profiles, 1996: The Latest in a Series of Annual Factbooks About Student Participation in California Higher Education* (October 1996)

96-9 *Project ASSIST (Articulation System Stimulating Interinstitutional Student Transfer): Staff Comments on the Final Evaluation Report Prepared by the Carrera Consulting Group* (December 1996)

96-10 *Performance Indicators of California Higher Education, 1996: The Third Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)* (December 1996)

96-11 *Progress Report on the Effectiveness of Collaborative Student Academic Development Programs: A Report of the California Postsecondary Education Commission* (December 1996)

1997

97-1 *Coming of [Information] Age in California Higher Education: A Survey of Technology Initiatives and Policy Issues* (February 1997)

97-2 *Faculty Salaries at California's Public Universities, 1997-98: A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965)* (April 1997)

97-3 *A Review of the Proposed Watsonville Center -- An Educational Center of the Cabrillo Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1997)

97-4 *A Review of the Proposed Academy of Entertainment and Technology -- An Educational Center of the Santa Monica Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1997)

97-5 *A Review of the Proposed North County Center in Paso Robles -- An Educational Center of the San Luis Obispo County Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1997)